

LEARNING SPEAKING THROUGH INSIDE-OUTSIDE CIRCLE GAME WITH PICTURES: STUDENTS' PERCEPTION

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Abstract

Inside-Outside Circle is one of learning activity which can help students to learn speaking in English class. This study was conducted to find out students' perception toward Inside-Outside Circle game with pictures as the classroom activity in an English class and the use of pictures as the media in this game. It was found that students had difficulties in speaking because they lack of vocabulary, pronunciation, and grammar. They need an interesting activity to help them in learning speaking. Using qualitative descriptive as a method, this study involves 30 students of junior high school as the participants. Furthermore, the data were collected from questionnaire and interview. This study found that students have positive perception toward Inside-Outside Circle game with pictures as the classroom activity. Most of students agree that this game is fun, interesting and has many benefits for them in learning speaking, such as motivating and encouraging students to speak English, increasing students' engagement and confidence, and promoting students to practice speaking. Then, the use of pictures in Inside-Outside Circle game could help students to memorize their experience in the past, help students to deliver their idea while speaking, and encourage students to become more confident to speak in front of their peers.

Keywords: Inside-Outside Circle game, pictures, speaking, students' perception.

INTRODUCTION

Learning English as a foreign language is very important for student as a gateway to interact with people from different countries. In learning English as a foreign language, speaking is one of the most important skills because in learning speaking, students learn how to communicate and use language properly while having contact with other and learn how to use language as the native speaker (Ur, P., 1996, p.120; Putra, 2017). Speaking is described as the way for someone to deliver their idea or feeling toward something (Sari, 2018). However, many students still have difficulties in speaking caused by several factors such as the lack of vocabulary, motivation, and confidence (Wahyuni, Mukhaiyar, & Kusni, 2013; Hannum, Ikhsan, & Antika, 2017; Sari, 2018; Iman, 2016). Those problems were found at one class of junior high school in Bandung. It is opposite to the purpose of learning speaking which enables

Regina Gilang Silasi, 2019

LEARNING SPEAKING THROUGH INSIDE-OUTSIDE CIRCLE GAME WITH PICTURES: STUDENTS' PERCEPTION

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students to communicate and interact with other effectively and actively (Iman, 2016; Tuan, N. H., & Mai, T. N., 2015). Therefore, teachers should provide interesting classroom activity as the strategy to encourage students in learning speaking (Tuan, N. H., & Mai, T. N., 2015). The activity can be in the form of game, storytelling, role-play, and so on (Rahnama, Rad, & Bagheri, 2016). In this study, Inside-Outside Circle game with pictures was used as the classroom activity.

Inside-Outside Circle is one type of cooperative learning technique by Spencer Kagan, introduced in 1994 (Wahyuni, Mukhaiyar, & Kusni, 2013). It is purposed to give opportunities for students to learn together through exchanging information and correcting each other (Kagan, D. S., & Kagan, M., 2009, p.399; Purwaningrum, Soetjipto, & Untari, 2017). In learning speaking, Inside-Outside Circle gives opportunities for the students to build an interaction while learning together with their peer in two centric circles (Wahyuni, Mukhaiyar, & Kusni, 2013). Besides, it also helps students to find new vocabulary and correct each other in the terms of grammar and pronunciation, so they can practice to improve their speaking ability (Sudrajad & Wijaya, 2016; Kamaliah, N., 2018; Latifa, K., 2017; Fitriarningsih, S., & Sholihah, L., 2017). Furthermore, Inside-Outside Circle game can be combined with another media to maintain students' attention (Wahyuni, D. S., Mukhaiyar, & Kusni, 2013; Sudrajad & Wijaya, 2016). In this study, pictures were used as the media to help students expressing their idea and to lead students' conversation into the topic. Meanwhile, picture could give positive impact for learning activity, one of them is to make students become more focus and active (Iman, J. N., 2016).

Previous studies revealed that Inside-Outside Circle game is effective to improve students speaking skill in English class (Sudrajad & Wijaya, 2016; Wahyuni, Mukhaiyar, & Kusni, 2013; Wijaya & Sari, 2017; Hannum, Ikhsan, & Antika, 2017), but none of them study about students' perception towards Inside-Outside Circle game as the classroom activity in English class. Meanwhile, perception is very important because it is used to know how students perceived the learning activity, how effective of the learning method from students' point of view, and it is determine

how the process of teaching and learning should be done (Pratiwi & Triprihatmini, 2018).

PURPOSE OF THE STUDY

The purpose of this study is to find out students' perception toward Inside-Outside Circle game with pictures as the classroom activity in English class and the use of pictures as the media in this game. To avoid misunderstanding, this study only focuses on students' perception because there are several studies which found the effectiveness, students' speaking improvement, and students' response toward this game. But, none of them discussed about students' perception toward Inside-Outside Circle game. However, teachers need to consider students' perception, because; (1) It allows teacher to consider students' need, (2) It builds students' character, (3) Students learn better when they perceive the learning environment positively.

Therefore, the research can be formulated to these following questions:

1. What are students' perceptions toward Inside-Outside Circle game with pictures as the classroom activity in English class?
2. How do the students perceived the use of pictures in Inside-Outside Circle game?

LITERATURE REVIEW

Speaking Skill

Speaking is one of the most essential skills in foreign language learning (Ur, 1996, p.120). Speaking is defined as an ability of person to use language for communication (Putra, 2017). Learning speaking is not easy for foreign language learner, because students should have speaking ability to communicate with other (Hannum, Ikhsan, & Antika, 2017). Besides, students have to know four components in producing speech, including grammar, vocabulary, pronunciation, and fluency (Iman, 2016). For this reason, students need to do a lot practice to improve their speaking skill (davoudi & Mahinpo, 2012).

However, there are many problems distract students when they speak, such as shyness and low confidence (Putra, 2017). Besides, students who are lack of

Regina Gilang Silasi, 2019

LEARNING SPEAKING THROUGH INSIDE-OUTSIDE CIRCLE GAME WITH PICTURES: STUDENTS' PERCEPTION

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vocabulary, motivation, and confidence also find difficulties in speaking (Wahyuni, Mukhaiyar, & Kusni, 2013; Hannum, Ikhsan, & Antika, 2017; Sari, 2018; Iman, 2016; Putra, 2017). Meanwhile, motivation has a big impact in students' speaking. Students who are highly motivated will be able to encourage themselves to speak English, while students who lack motivation will refrain themselves to speak because they are afraid of making mistakes (Putra, 2017). Apart from those studies, Nakhalah (2016) found that beside motivation and confidence, anxiety plays an important role as students' speaking problem. In the other side, Tuan, N. H., & Mai, T. N. (2015) defined inhibition as a problem that usually happen to students when they speak. Students are often inhibited when they speak a foreign language in the class because they are afraid of making mistakes (Ur, 1996, p.121; Sari, 2018; Hosni, S. A., 2014). As the result, students end with silence and did not say anything or did not involve into the classroom activity (Wijaya & Sari, 2017; Wahyuni, Mukhaiyar, & Kusni, 2013; Sari, 2018; Putra, 2017).

To solve those problems, teachers have a great role to provide interesting classroom activity as the strategy to encourage students in learning speaking (Tuan, N. H., & Mai, T. N., 2015). The teacher needs to make their student enjoy the activities that given by them (Sudrajad & Wijaya, 2016). Moreover, the activity can be in the form of game, storytelling, role-play, discussion and so on (Rahnama, Rad, & Bagheri, 2016; Putra, 2017).

Inside-Outside Circle

Inside-Outside Circle is one type of cooperative learning technique by Spencer Kagan, introduced in 1994 (Wahyuni, Mukhaiyar, & Kusni, 2013). It is purposed to give opportunities for students to learn together through exchanging information and correcting each other (Kagan, D. S., & Kagan, M., 2009, p.399; Purwaningrum, Soetjipto, & Untari, 2017). In learning speaking, Inside-Outside Circle gives opportunities for the students to build an interaction while learning together with their peer in two centric circle (Wahyuni, Mukhaiyar, & Kusni, 2013). Besides, it also helps students to find a lot of new vocabulary and correct each other

Regina Gilang Silasi, 2019

LEARNING SPEAKING THROUGH INSIDE-OUTSIDE CIRCLE GAME WITH PICTURES: STUDENTS' PERCEPTION

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in the terms of grammar and pronunciation to improve their speaking ability (Sudrajad & Wijaya, 2016; Kamaliah, N., 2018; Latifa, K., 2017; Fitrianiingsih, S., & Sholihah, L., 2017).

There are several procedures of Inside-Outside Circle, one of them is proposed by Hadfield (2002) where students are divided into two groups and they are formed into inside circle group and outside circle group. The outside circle forms facing toward students in the inside circle and the inside circle forms facing outward to the outside circle. After that, each pair is asked to introduce themselves to their partner. Then, students in outside circle move one step clockwise to find new partner, and it is continue until they go back to their first partner (Wahyuni, Mukhaiyar, & Kusni, 2013). This game can be modified, such as giving students another instruction or combine it with another activity or media (Wahyuni, Mukhaiyar, & Kusni, 2013; Sudrajad & Wijaya, 2016). Another study used a procedure by Benner (2001) which introduced five steps to do this game; 1) divide students into two groups and decide them as inside and outside circle group, 2) teacher writes a statement or question on a board, 3) teacher gives students two minutes to think about their answer, 4) students in the inside circle become the first person who give their answer or response toward a statement or question on a board, then students in the outside circle give response toward their friend opinion, 5) after they finished, student in the outside circle move a step to the left or to the right to meet and discuss with their new partner (Hannum, Ikhsan, & Antika, 2017). Meanwhile, current study used procedure which proposed by Hadfield (2002) with a few modifications, adjusting with the classroom situation.

Previous studies have shown that as the classroom activity, Inside-Outside Circle is effective to improve students' speaking skill (e.g. Wahyuni, D. S., Mukhaiyar, & Kusni, 2013; Wijaya, M. S., & Sari, M, 2017; Hannum, L., Ikhsan, M. K., & Antika, R, 2017; Kamaliah, N., 2018; Latifa, K., 2017; Fitrianiingsih, S., & Sholihah, L., 2017). There are three main factors influenced the improvement of students' speaking skill through Inside-Outside Circle, including; 1) a comfortable situation which makes students feel free to speak without any hesitation, 2) students' enthusiasm in learning is the factor which help students to explore themselves in

learning, 3) peer pressure which helps students to practice with their peers. Besides, it is suggested to combine this technique with another media to maintain students' attention.

The Benefits of Inside-Outside Circle

Inside-Outside Circle has several benefits as the classroom activity. According to Ulfah & Pujiharto (2017), there are three benefits of Inside-Outside Circle for students, including; (1) students get many different information at the same time related to the topic which being taught, (2) it helps students become easier to learn English because this activity is fun, (3) it helps students to improve their vocabulary mastery.

Besides, Hannum, Ikhsan, & Antika (2017) revealed five benefits of Inside-Outside Circle. First, students' response quality is improved because in Inside-Outside Circle, student are given "think time". Second, students become more active to participate and they are used to think in different questions and partners. Third, students get many interactions with their friends because there are a lot of movements. Fourth, it helps students become easier to involve in discussion. Fifth, there are no specific materials for Inside-Outside Circle, so it can be flexible to be applied into the lesson.

In this study, pictures are applied to the implementation of Inside-Outside Circle game. Picture could give positive impact for learning activity, because it makes students become more focus, active and also it creates fun and enjoy learning situation for students (Iman, 2016; Nurdini, R. A., 2018). Besides, pictures also contribute to students' interest and motivation (Wright, 1989, p. 2). In a group work, picture encourages spontaneous conversation between students and their peers (Nurdini, R. A., 2018). For that reason, Inside-Outside Circle game can be more interesting and beneficial when it is combined with another media, such as pictures, to help students exploring their ideas from what they see in the picture and share it with their partner as an effort to practice speaking. Then, pictures are used to maintain students' attention and to avoid the boredom.

Regina Gilang Silasi, 2019

LEARNING SPEAKING THROUGH INSIDE-OUTSIDE CIRCLE GAME WITH PICTURES: STUDENTS' PERCEPTION

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Students' Perception

Perception is known as the result of how people receive and process every particular information of a present situation (Sperling, 1957, p.38). It comes from the process of interpreting a stimulus in the brain by some sensory transition. Perception is also defined as personal thought, beliefs, or assumption toward what person sees around them (Sari, R. A., 2016). Because of that, every person will have different perception toward something.

In the teaching and learning process, students' perception can be gained from students personal feeling toward something happened along the teaching and learning process. Students' perception is very important because it is used to know how effective the learning method from students' point of view, to meet students' expectation in learning, and it is also determine how the process of teaching and learning should be done (Pratiwi & Triprihatmini, 2018; Horvat, Dobrota, & Cudanov, 2013). If the students gave positive perception toward a learning method, it means that the method can be accepted by students and it will help them to improve their ability. Otherwise, if the students gave negative perception toward a learning method, it may be make students difficult to accept the materials and it also will affect to the students' achievement (Pratiwi & Triprihatmini, 2018).

METHODOLOGY

Research Design

This study employed qualitative descriptive as a method in order to meet the objectives of this study. This method is designed to obtain information at the current status of phenomena. Qualitative is descriptive when the researcher is gather multiple forms of data (Creswell, 2014). Since the previous studies only discussed the effectiveness of Inside-Outside Circle in improving students' speaking skill at secondary level, this study was conducted to find out students of secondary level perception toward Inside-Outside Circle game with pictures as the classroom activity in English class.

Site and Participants

This study was conducted in one of public junior high school in Bandung. The sample of this study involved one class of eight grade, consisted of 30 students. Thus, the sample was selected by using purposive sampling. The sample was chosen because they had lowest score in English subject, compared with the other classes.

Data Collection

Questionnaire and interview are used to collect the data. Questionnaire were administered to find out students' perception toward Inside-Outside Circle game with pictures as the classroom activity in English class and the use of pictures as the media in Inside-Outside Circle game. Then, students interview were conducted to gain in depth data about students' perception of Inside-Outside Circle game with picture in English class and to enrich the data from questionnaire.

Data Analysis

The data from close-ended questionnaire was analysed using *Likert* scale and the result combined with the data of open-ended questionnaire, then analysed into a brief explanation. Meanwhile, the data from interview was transcribed and interpreted. Then, the final step was interpreting all data and presenting the description.

FINDINGS AND DISCUSSION

Based on the analysed data, this study found that students have positive perception toward Inside-Outside Circle game with pictures as the classroom activity. Both data from questionnaire and interview showed most of students agreed that Inside-Outside Circle game with pictures is an interesting and helps students to learn English, especially in speaking. Although some students have negative perception and said that this activity is not helped them, but they still agreed that the use of pictures in Inside-Outside Circle game could help them in learning speaking. Thus, the discussion is presented below:

Students' perception toward Inside-Outside Circle game with pictures

This study found that students had difficulties in speaking English, in the terms of pronunciation, grammar, and vocabulary. Some students said that it was hard for them to pronounce the words in English, it was hard to understand the meaning of the words, and it was hard for them to learn grammar. Because of that, they were unmotivated to learn English and chose to be silent rather than made mistakes.

After conducting Inside-Outside Circle game with pictures in this class, students' opinion about learning speaking in English changed and students showed positive perception toward Inside-Outside Circle game with pictures as the classroom activity in English class. From the analysis, it was found that from 30 total students in class, 26 students have positive perception toward Inside-Outside Circle game with pictures as the classroom activity in English class and 4 students have negative perception toward this game.

In this study, most of students agreed that Inside-Outside Circle game with pictures was fun and interesting classroom activity and helped them to practice speaking. Inside-Outside Circle game with pictures allowed students to practice speaking more, encouraged and motivated students to speak English, and increased students' engagement. Because this game required students to work in group, Inside-Outside Circle game with pictures also developed students' interaction and increased students' confidence in speaking. Learning speaking became easier and fun for students. Through this game, students could communicate in English with their friends easily and students got used to communicate in English during teaching and learning activity.

Otherwise, four students said that Inside-Outside Circle game with pictures did not help them in speaking. They said that it was still hard for them to learn English, especially speaking because they thought that English is hard to be learned and they are not interested in learning English. Thus, students' perception toward Inside-Outside Circle game with pictures as the classroom activity in English class can be interpreted as follows:

1. Interesting

This is the first time for students to learn speaking through Inside-Outside Circle game with pictures. Most of students agreed that Inside-Outside Circle game with pictures was fun and interesting activity in English class. It because, students could learn together with their friends and there were a lot of movements in this game. Besides, they said that the provided pictures were also interesting. Students seemed to enjoy the activity and showed good responses toward this game. It is supported by students' answer from the interview:

“Never. Yes, this is my first time.”

(Interview, Student #1)

“Hmm this game is fun, interesting, motivating, and helping to learn speaking.”

(Interview, Student #2)

This study found that students' interest contributed to the successful of the learning process. When students interested to the activity, they would follow the whole learning process. Thus, it affects to students' perception toward the learning activity. It proves that previous related experience and personal feeling are two factors which created someone' perception (Sperling, 1957).

2. Motivating

Motivation plays an important role for students in learning speaking. There will be differences in students' achievement between students who are highly motivated and students who have low motivation (Putra, 2017). The use of learning activity in the classroom also affects to students' motivation in learning (Putra, 2017). Therefore, Inside-Outside Circle game with pictures could increase students' motivation to learn speaking in English class. Many students agreed that this game motivates them to speak. Students said that when their partner told their holiday experience, it was triggered them to tell their partner that their holiday experience is more interesting. It is supported by students' answer from the interview:

“This game motivates me to learn speaking and this game is interesting and encouraging me to speak English.”

(Interview, Student#5)

Since most of the students were motivated to learn speaking through Inside-Outside Circle game with pictures, their willingness to learn speaking is also increased. Students tend to be more confident to speak in English and enthusiastic with the game. Besides, students also became more active to contribute in this game and every student tried to show their best performance in speaking. It is in line with research conducted by Putra (2017) which found that motivation plays an important role in learning speaking.

3. Increasing students' engagement

Inside-Outside Circle game with pictures required students to work in group. In this study, students are required to share their experience related to their last holiday experience to their partner in different circles. Because of that, students' engagement was increased. Students learned how to interact with others, practiced speaking as many as they can, and learned to build a teamwork. It is supported by a student's answer from the interview:

"It gives opportunity to practice speaking English and we learn to work together. It also increases my confidence to speak in English."

(Interview, Student #3)

This study found that, the more students engaged in the activity, the higher chance for them to develop their speaking skill. The use of Inside-Outside Circle game with pictures as the classroom activity in this class allowed students to practice speaking, communicate with others actively, and force students to speak in English with their peers. As the result, students became more active and confident to speak English. This finding is in line with research conducted by Hanum, Ikhsan, & Antika (2017) which found the benefits of Inside-Outside Circle, one of them is students can be more active to participate in activity and they are used to think with different partners.

4. Increasing students' confidence

Interaction leads students to increase their confidence in practicing speaking English. Through Inside-Outside Circle game with pictures, students are involved

with more interaction compared to the regular learning activity. This game required students to speak more and interact with other actively although they made mistakes. In this game, one of students' roles is to correct their partner when their partner made mistakes. The correction from students' partner helped them to be more confident and encouraged to speak English with their peers. It is supported by student' answer from the interview:

“I am more confident. Although I made errors but I am braver to speak up and speak in English to my friends.”

(Interview, Student#5)

However, this study revealed that confidence was important for students' speaking improvement. If the students have high confidence to speak English, it will help them to improve their speaking skill faster. This finding is in line with research conducted by Iman (2016) which found the students should get opportunities to be more speak up in order to increase their confidence in speaking.

Thus, the presented data showed that students have positive perception toward Inside-Outside Circle game with pictures as the classroom activity in English class. They said the activity is fun, interesting and has many benefits for teaching and learning process. Therefore, this activity is suitable for teacher in teaching speaking, especially to teach students with speaking problems.

The use of pictures in Inside-Outside Circle game

The use of pictures in Inside-Outside Circle game was well received by students. All of students said that the pictures given were interesting and it could help them while playing this game. This study found that the use of pictures in Inside-Outside Circle game can help students to practice speaking better. Students said that the use of pictures in Inside-Outside Circle game could help them to memorize their experience in the past, to deliver their idea while speaking, and encourage students to become more confident to speak in front of their peers. Then, students' communication became easier through pictures because explanation through pictures are easier to understand for students. Then, pictures made students became more

confident while speaking in front of their friends. It is supported by student' answer from the interview:

“Picture helps me became more confident to tell my story and the picture is also interesting. Then, it helps to memorize something happened in the past.”

(Interview, Student#4)

This finding is in line with research conducted by Nurdini, R. A. (2016) which revealed that picture could give positive impact for learning activity. It created fun and enjoy learning situation for students. Besides, it also proves that previous related experience and personal feeling are two factors which created someone' perception toward something (Sperling, 1957).

Furthermore, the following data described the result of questionnaire analysis using *Likert Scale* on how students' think about the use of pictures in Inside-Outside Circle game, including the students' attitude toward speaking, the students' speaking ability, the roles of teacher, the learning materials, the classroom activities, and the benefits of using pictures. The data is presented as follows:

Table 1
The students' attitude (towards speaking)

Statement	Response
Speaking skill is important.	90%

From the data above, it shows that most of the students (90%) agreed that speaking skill is important. Despite the fact that some of students did not like to learn English but they still agreed that speaking ability is important for them, especially for the future.

Table 2
The students' speaking ability

Statements	Response
Speaking English is easy.	66.7%
My speaking ability is good.	74.2%
I am confident to speak in English.	73.3%
I can pronounce English words correctly.	60.8%

From the data above, 66.7% students in this class answered that speaking English is easy and 74.2% answered that their speaking ability is good. Some students already knew how to pronounce the word correctly and how to use the word properly. However, a few students still faced difficulties in speaking. They still did not know how to pronounce the word correctly and how to use the word properly. Mostly, they were lack of vocabulary. But, students' confidence in this class is good. Although they often made errors but they were confident to speak in English and practice it with their friends. It shows by 73.3% students answered that they were confident to speak English. Then, 60.8% students answered that they could pronounce words in English correctly. But, in the real situation, many students still had difficulties to pronounce words correctly. They still need correction from their friends and teacher. After conducting Inside-Outside Circle game with pictures in this class, students claimed that they became more confident to speak up and got many corrections from their partner. Because of that, they became aware of their mistakes while speaking English and tried to correct themselves to improve their speaking ability.

Table 3
The roles of teacher

Statements	Response
The teacher always speaks English when teaching.	70.8%
The teacher' instructions are clear and understandable.	80.8%
I get correction or feedback from the teacher.	75.8%
The teacher moves around when we are doing the task.	80.8%

From the data above, 70.8% students agreed that teacher always speaks English when teaching in the class. In the real situation, the teacher mostly spoke in English to explain the material and to communicate with students in the class. It purposes to make students got used to speak in English and make English as the communication language in the class. So, they could practice not only with their friends but also with their teacher. However, the teacher sometimes used *Bahasa Indonesia* to explain the material when the students did not understand what the teacher said. Then, 80.8% students understand the instructions from the teacher. Most

of students paid attention while teacher explained something in front of the class. They could follow the instructions from the teacher and asked when they did not understand something. Furthermore, 75.8% students said that they always got correction and feedback from the teacher. Then, 80.8% students answered that the teacher moves around when they did the task. It means that the teacher often moves around to control students' activity and gave students correction or feedback, so students could correct their mistakes.

Table 4
The learning materials

Statements	Response
The <i>handout</i> from the teacher help me in learning.	81.7%
The materials are easy.	73.3%
The materials are interesting.	83.3%
The topics suit my interest.	69.2%
Dictionary helps me to find the word meanings.	72.5%

From the data above, 81.7% students agreed that the *handout* given by the teacher could help them in learning. Each student was given a *handout* which contains the materials and exercise related to the topic of the lesson. Then, 73.3% and 83.3% students agreed that the materials given by the teacher are easy and interesting. However, teacher presented the material about recount text and the topic is about holiday experience. Students' response toward this topic was good. They were excited to tell their holiday experience to their friends and teacher. 69.2% students said that the learning topics are suit with their interest. For that reason, students tried to show their best performance while sharing their story in Inside-Outside Circle game with pictures to their friends. Last, 72.5% students agreed that the use of dictionary could help them to find the meaning of words. When the students did not understand the meaning of words, teacher suggested to open dictionary and found the meaning of words by themselves. Through dictionary, students could find the meaning of words and knew how to pronounce the words correctly.

Table 5
The classroom activities

Statements	Response
I experience a lot of speaking practice.	78.3%
I experience individual work, pair works, and group works to do the task.	80%
The activities using pictures are easy.	86.7%
The teacher creates various picture activities.	86.7%
The activities using pictures are fun and interesting.	85.8%

From the data above, 78.3% students said that they experience a lot of speaking practice from the activity, which is Inside-Outside Circle game with pictures. Then, 80% students agreed that they experience individual work, pair works, and group works to do the task. In Inside-Outside Circle game, students are required to work together with their friends, so they get opportunities to do more practice. Then, 86.7% students agreed that the activities using pictures are easy. This study found that pictures have many benefits for students in learning speaking, one of them is to make students' communication become easier. 86.7% students answered that the teacher creates various picture activities. The teacher used pictures in students' activities, which is Inside-Outside Circle and for students' performance in front of the class. Thus, activities using pictures are fun and interesting as being stated by 85.8% students in this class.

Table 6
The benefits of using pictures

Statements	Response
The teacher uses pictures as media in classroom activities.	90%
The pictures were attracting.	87.5%
The pictures used are understandable.	85.8%
The pictures motivate me to speak English.	80.8%
The pictures help me to express my ideas.	86.7%
I can enrich my vocabulary through the pictures.	83.3%

From the data above, 90% students said that the teacher uses pictures as the media in the classroom activity which is Inside-Outside Circle game. 87.5% students agreed that provided pictures were attracting and 85.5% students said that the pictures

were understandable. Through the pictures, students could memorize their experience in the past and it help them to share their experience to their friends. Pictures also could attract students' attention and triggered students to contribute in this game. Besides, students also claimed that pictures motivate them to speak English. It is answered by 80.8% students. Then, students became braver to speak English and they tried to show their best performance to tell their story to their friends. In the other side, 86.7% students said that pictures help them to express ideas while speaking. They could tell detail information about their holiday experience to their friends and the communication became more interesting. Last, 83.3% students said that pictures could help them to enrich their vocabulary. It because, when their friends told about their holiday experience and showed some details in pictures, students got new vocabulary from the explanation through pictures. Then, they tried to remember and practice to pronounce the words as an effort to master the new vocabulary.

Hence, students have positive perception toward the use of pictures as the media in Inside-Outside Circle game. Pictures have many benefits as the classroom activity, such as it help students to memorize their experience in the past, to deliver their idea while speaking, and encourage them to become more confident to speak in front of their peers. Besides, the use of interesting pictures also affect to maintain students' attention during the activity and to avoid the boredom.

CONCLUSION

The use of Inside-Outside Circle game with pictures as the classroom activity is well received by students. This study shows that students have positive perception toward Inside-Outside Circle game with pictures. It because this activity is interesting and has many benefits for students, such as; (1) motivating and encouraging students to speak English; (2) increasing students' engagement and confidence; (3) promoting students to practice speaking. Besides, the use of pictures as the media in Inside-Outside Circle game could help them to practice speaking better and easier. Pictures have many benefits for practice speaking. First, the use of pictures in Inside-Outside

Circle game could help students to memorize their experience in the past. Second, it help students to deliver their idea while speaking. Third, students became more confident to speak in front of their peers. For that reason, Inside-Outside Circle game with pictures is recommended to be used as the classroom activity in English class. It can help teacher to provide interesting activity for students and help students with speaking problems. By continuing this line of research, it is suggested for teacher to prepare the material and choose interesting topic to attract students' interest. Then, giving a reward for students is also suggested to appreciate students after they tell a story front of the class.

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